

4-27-1970

Faculty Bulletin: April 27, 1970

La Salle University

Follow this and additional works at: http://digitalcommons.lasalle.edu/faculty_bulletins

Recommended Citation

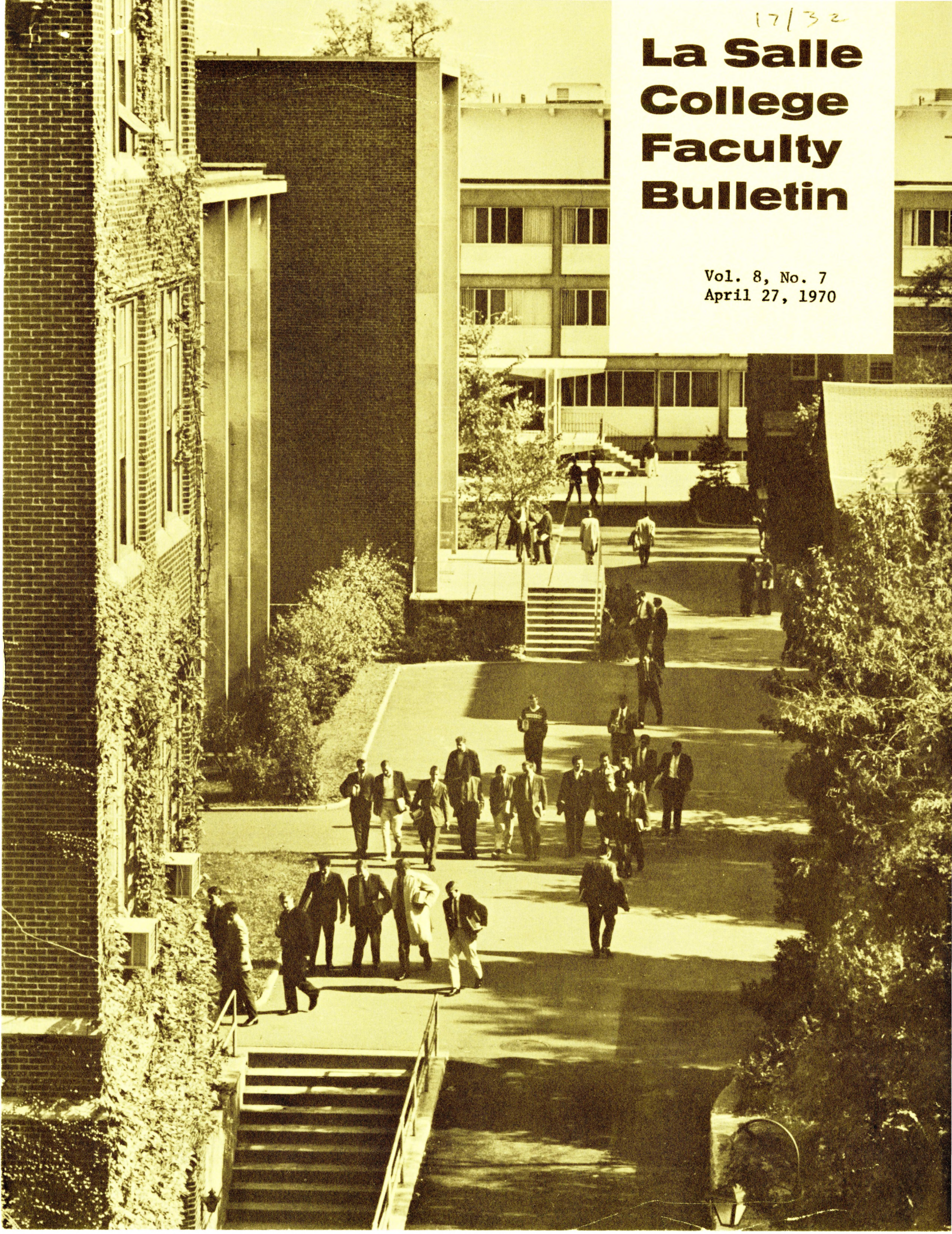
La Salle University, "Faculty Bulletin: April 27, 1970" (1970). *Faculty Bulletins*. 66.
http://digitalcommons.lasalle.edu/faculty_bulletins/66

This Book is brought to you for free and open access by the University Publications at La Salle University Digital Commons. It has been accepted for inclusion in Faculty Bulletins by an authorized administrator of La Salle University Digital Commons. For more information, please contact careyc@lasalle.edu.

17/32

La Salle College Faculty Bulletin

Vol. 8, No. 7
April 27, 1970



CALENDAR OF EVENTS

(Through May 24, 1970)

Open House: Annual Open House starting
at 1:00 p.m.....April 26

Film: "Intolerance", free (CU Theatre)
1a:30 & 6:00 p.m.....April 28

Film: "The Wrong Box" (CU Theatre)
12:30 p.m.....April 29

Dinner: Annula Athletic Banquet.....April 29

Seminar: Martin Luther King Series
Seminar (S 141) 9:30 a.m.....May 2, 9, 16

Exams: Final exams.....May 4-12

Resident Halls Close.....May 13

Graduation: Baccalaureate Mass.....May 23

Faculty Senior Reception.....May 23

Graduation Ceremonies at
Convention Hall.....May 24

Commissioning Ceremony,
ROTC Graduates.....May 24

EVALUATION OF CORE CURRICULUM

Note: the April 15 Faculty Meeting featured discussion on core curriculum. To facilitate securing individual faculty member's thought on core curriculum or our general education program, the following material is presented as a form of working paper.

ON THE IMPROVEMENT OF THE CORE CURRICULUM

by John Robert Cassidy, Ph. D.

Curricular perspectives are altered significantly when one seriously takes two principles into account: tailor the students' programs to their individual needs; design the undergraduate curricula to be something other than derivative forms of graduate instruction. The first principle implies that curriculum design should avoid monolithic patterns and take account of lacunae in students' acquaintance with college subjects, their varying levels of precision and clarity in the use of language, and their varying needs to gain a working knowledge of the relevance of intellectual questions to their personal development; the second principle implies that the college (as distinct from the university) should consciously search out a definition of undergraduate instruction broader and distinct from the professionalism of the graduate school. Some practical consequences are that (a) the inability of many incoming students to write or speak well and to think precisely should be attacked as a unitary problem in the use of language; (b) early in his career the student should be exposed to a course, perhaps a required freshman seminar, which introduces him to the rigor of college-level work; (c) it is more desirable that a student do just a few courses at a time in order to avoid fragmentation and distraction; and (d) course options should permit the widest possible experience of subject matter while at the same time avoiding parochialism.

* * * * *

EVALUATION OF CORE CURRICULUM (Cont'd)

Statement by Dean David Thurman, of Columbia College

"The liberal arts college, whose imminent demise has been announced repeatedly for nearly a century, has as frequently confounded the forecasters. This hardness may be a source of confidence, but it provides no guarantee that in the face of a new kind of challenge the usefulness and vigor of this distinctively American institution will continue undiminished. That guarantee will be won by a response to change that is purposeful and not merely adaptive, that retains relevance without abandoning inherited validities--objectives more easily put into words than into practice.

"At least some changes that are beginning to appear raise doubts that they constitute responses of the requisite sort, and general education offers examples of particular pertinence. The term, of course, has never referred to a single set of courses offered uniformly by all colleges subscribing to the idea. Rather it has indicated acceptance of the policy of providing a common, if not always uniform, intellectual experience for all students for at least a portion of their undergraduate years, that experience not being bound by the conventional limits of particular disciplines. General education programs, whatever their individual form and content, have in consequence indicated acceptance by the colleges of a responsibility for setting priorities among types of knowledge. They have also implied a responsibility for exploring at least some of the persistent and changing relations among modes of human thinking, a responsibility whose effective discharge alone warrants the label "Liberal" education.

"These programs have been threatened from a number of directions: changed commitments by and demands upon faculties; a decline in the confidence necessary to discharging the responsibility of establishing priorities that is implied by the program; an increasing proportion of students pursuing their studies beyond the bachelor's degree and a consequent demand--sometimes encouraged by the graduate schools but as often created by the student's own desire for a head start--for more time in specialized work; changes in the preparation provided by the secondary schools acclaimed but largely unassessed; and, in a number of disciplines, quantitative changes that allegedly require in consequence more time for an adequate undergraduate major.

"Current responses to these threats include reducing or removing restraints on premature specialization and abandoning the policy of a common intellectual experience of substituting for it a loose distribution requirement that may amount to abandonment without acknowledgment. These and similar policies bear too often the mark of reacting to the new set of circumstances rather than the badge that is earned by coming to grips with them. They appear to rest on assumptions about the college and about liberal education that should not go unquestioned." (Daniel Bell, *The Reforming of General Education*, New York: The Columbia University Press, 1966, pp. x, xi)

* * * * *

OUTLINE PRESENTED TO CURRICULUM COMMITTEE

By Brother Emery Mollenhauer

The Core Curriculum:

- A. philosophy and objectives of core curriculum:
 - 1. Does the core give "a common intellectual experience?"
 - 2. Does competition among departments lead to a blurring of lines that define a course as general education or departmental?
 - 3. Is the core a source of coherence toward developing the ends of a liberal education?
 - a. cultivation of intellect
 - b. encouragement of independent judgment and critical thought
 - c. enlargement of perspective
 - d. conditions for development of coherent set of attitudes, ideas, beliefs.
 - B. Current problems:
 - 1. Is the freshmen year merely a thirteenth grade?
 - 2. Are first and second year courses (especially core) directed more toward a structured curriculum than toward student interests and needs?
 - 3. Has there been adequate articulation between the disciplines in the high schools and those in the college?
 - 4. Is integration of educational experience achieved? Can or should it be sought?
 - 5. Is inadequate counseling in major curriculum related to shortcomings in the first year program and/or the core curriculum?
 - C. Blueskying Core Curriculum:
 - 1. Permit freshmen to take any course for which they are qualified?
 - 2. Waive requirements (composition, languages, mathematics) for those students who demonstrate adequate competency in particular areas?
 - 3. For discussion: An approach with emphasis on student interest in curriculum: Core requirements of twenty courses.
 - A. Area of Humanities - minimum requirements of seven courses in this area (English, Fine Arts, Foreign Languages, Philosophy, Theology). Two courses of the seven must be in English.
 - B. Area of Social Studies - minimum requirement of four courses in this area (Economics, History, Political Science, Sociology).
 - C. Area of Natural Sciences - minimum requirement of four courses in this area (Earth Science, Chemistry, Biology, Physics, Mathematics, Psychology).
- Summary: Fifteen courses required in distributed areas (seven in humanities, four in social sciences, four in natural sciences); besides options within area, student has option in five other courses.
- 4. Not clear: Relationship to major curriculum and core curriculum.

VICE PRESIDENT, ACADEMIC AFFAIRSLindback Awards Being Discussed

The Committee on the Annual Lindback Awards for Distinguished Teaching (Vice President for Academic Affairs, two day deans, President of Faculty Senate, and Chairman of Student Academic Affairs Committee) will have reviewed nomination for this year's two awards by the end of April. Announcement of awardees will take place at commencement, May 24.

* * *

Academic Awards To Be Given on May 25

As announced early in March, student recipients of academic awards will be recognized during a brief ceremony on Saturday, May 23; the ceremony will precede the senior-faculty reception. Besides the senior award recipients, chairmen of departments which offer a major curriculum and parents or wives of senior awardees will be invited to the May 23 session. All such awards will also be listed in this year's commencement program.

* * *

Referendum on Decision-Making Processes

It is anticipated that the statistical results of the referendum on the Decision-Making Processes will be available to the College community by the end of this month. The Committee Reviewing Decision-Making Processes will meet during the last week of the month. Referendum results will be published throughout the College and will be presented to College Council; then, to the Board of Trustees.

* * *

Academic Scholarships

The Fellowship Committee has already circularized information on the disposition of Principals' Scholarships for the class of 1974. In addition to the fifteen Principals' Scholarships, thus far we have offered thirty-eight complete scholarships on a competitive basis; thirty of these have been accepted. These scholarships have been awarded on the recommendation of Brother Gregory Demitras, Assistant Director of the Honors Center and Mr. John Grady, Director of the Honors Center. Some basic information on these competitive scholarships winners:

- a. Schools: Offered to students from twenty-six different schools; twenty different high schools are represented in the acceptances. Of the Christian Brothers' High Schools, these were represented among the accepted for full competitive scholarships: La Salle High School (8), West Catholic, Trinity, O'Connell, Walsh, Calvert Hall, Pittsburgh Central, Pittsburgh South Hills,
- b. Sex: 24 male; 6 female.
- c. Major: 15 science; 15 arts
- d. Rank: all first quintile; median rank: 8; 1st in class: 5
- e. CEEB scores: Range from 1510 to a low of 1337; median score, 1432.

DEAN OF MENBaccalaureate and Commencement Plans Announced

The BACCALAUREATE, a concelebrated Mass, will be held at St. Timothy's Church, Levick and Battersby Sts., in Mayfair, on Saturday, May 23 at two-thirty p.m. The Most Rev. Philip Hannan, Archbishop of New Orleans, will be the principal concelebrant and homilist. Accordingly, all seniors are invited to participate in this final class worship.

The annual FACULTY-SENIOR RECEPTION will be held Saturday, May 23 from 6:30 - 8:30 p.m. The setting for this event will be the College Union Ballroom, as well as the McShain quadrangle and patios of the College Union, weather permitting. A buffet and cocktails will be served. For the senior, the graduation fee covers attendance at the reception; however, tickets for guests are priced at \$5 each and will be on sale in the Union Director's Office, starting April 13. Checks for guest tickets are payable to La Salle College. A return envelope is enclosed for your convenience.

The 107th COMMENCEMENT will take place at the Philadelphia Civic Center, Center City Boulevard at 34th Street on Sunday, May 24th at 4 p.m.

Tickets are not required for the Baccalaureate or Commencement.

ALUMNI

NOTES:

The Northeast Philadelphia Chapter of the Alumni Association will sponsor a sports nite on Friday, April 24 at 8:00 p.m. at the Cottage Green, Ashland and Will-ets Roads. Guest speaker will be the new head basketball coach, Paul Westhead. Tickets are \$3.00 and may be obtained at the Alumni Office.

* * *

The Urban Affairs Committee of the Alumni Association will hold its second meeting with representatives of community organizations on April 28 to further consider a "person-to-person" proposal for community assistance drafted by the committee. Copies of the proposal are available at the Alumni Office.

* * *

The Accounting Alumni will sponsor a panel featuring Bruce MacLeod, Dean of the School of Business Administration, Frank Guerin, Chairman of the Accounting Department and several business school students on Friday evening, May 1. Cocktails and hors d'oeuvres will be served after the meeting.

* * *

ALUMNI

NOTES (Cont'd.):

The annual Alumni Medical Society Reception will be held in the College Union on Sunday, May 3 from 1:00 to 3:00 p.m.

* * *

The Alumni Board of Directors will hold its final meeting of the year on May 7 at 7:00 p.m. in the President's Suite.

* * *

The classes of 1950, 1955, 1960 and 1965 are planning reunions. The class of 1965 will have a dinner dance in the College Union Ballroom on May 9 and the classes of 1950, 1955, and 1960 will have individual cocktail parties followed by a joint dinner with dancing and drinks available after dinner on Saturday evening, May 16.

* * *

Faculty members are most welcome to attend any of the above activities. Please call ext. 421 for further information.

* * *

The Director of Alumni currently is conducting interviews for the position of Assistant Director of Alumni to replace Frank McGovern who has been named Associate Director of Development. Candidates resumes should be sent to James J. McDonald, Director of Alumni, La Salle College.

COLLEGE UNION

Lost and Found Department

"The Lost and Found Department for the entire campus is located in the College Union, Ext. 281. If you find any lost item in your classroom or on campus, will you please return it to the Union Director's office, or leave it in the mailroom and ask them to place it in the College Union mail box. The Union Director's Office receives several hundred books each semester with no name in them and no one ever claims them. If you can ask your students to check with this office, it would be sincerely appreciated." --Mr. John H. Veen, Director

COUNSELING CENTERGRADUATE AWARD DIRECTORY TO BE ISSUED

The Graduate Award Directory will shortly be issued to high achieving students and the faculty are invited to add names to those already selected to attend the May 1 Honors Reception.

* * *

The Counseling Center is currently in the process of developing programs for the 1971-72 academic year. Any faculty member who has ideas or suggestions is asked to contact one of the counselors.

DEVELOPMENT OFFICECOLLEGE BENEFACTORS TO BE HONORED AT DINNER-DANCE, MAY 20

A gala dinner-dance honoring members of the college's 1969-70 Century Club and the new Committee of One-Thousand will be held on May 20, at the Bellevue-Stratford Hotel, it was announced by Daniel H. Kane, chairman of the Alumni Fund Council.

Among those attending the black-tie affair will be members of the college's Board of Trustees, Council of President's Associates, the Christian Brothers community, and prominent business and civic leaders.

Music will be provided by the Romig, Carney and Lewis Orchestra. Further information may be obtained from the Development Office.

* * *

HALPIN NAMED FACULTY CAPITAL CAMPAIGN CHAIRMAN

Charles A. J. Halpin, Jr., Esq., professor, Industry, has accepted the chairmanship of the faculty division of the capital campaign. His committee members include Raymond Ksiazek, John Christie, George Swoyer, Dr. John Seydow, and Dr. Minna Weinstein.

STUDENT ACTIVITIES

Open House To Be Held This Sunday

The annual Open House will be held on Sunday, April 26th. There will be exhibits, displays, and entertainment from noon to 5 p.m. A concert will be held in the evening featuring THE MAGNIFICENT MEN, a well known pop recording group. The day's activities are free. Admission to the concert is \$2.50 if tickets are bought before Sunday. Tickets at the door will cost \$3.00.

* * *

Facilities Requests Now Being Accepted

Facilities requests for the next year are now being accepted by the Union Director's Office. Events which require Calendar Committee approval should be indicated to this office before May 6th. The Calendar Committee will assign dates on May 7th. This committee is concerned with events that affect the entire campus community.

* * *

Deadline Set For Activities Calendar

The deadline for submitting material for inclusion in the Activities Calendar is Tuesday, July 28th. If a department or individual faculty member is sponsoring a program that should be noted in the Calendar, they may leave information in writing with the Director of Student Activities. It should be noted that the next Activities Calendar will be available in September and will cover events for the entire school year. A second semester calendar will not be printed.

PUBLISHED, MET, SPOKE, ETC.

ASHCRAFT, Carolyn, counseling center, will present a paper entitled "Varied Experience of a Trainer in Groups from several Populations" on a symposium "Issues in Sensitivity Training" at Southeastern Psychological Association Meeting in Louisville, Kentucky, April 25.

BANGS, Brother Arthur J., assistant professor of education, attended the A.P.G.A. Convention in New Orleans and several on the screening committee for the selection of the Principals' Scholarships.

BERNIER, Joseph J., of the counseling center, attended the annual convention of the American Personnel and Guidance Association held in New Orleans on March 23-26, 1970. While there he served as a state delegate to the assembly of the National Vocational Guidance Association. Also, on April 2-4 attended the annual convention of the Eastern Psychological Association held in Atlantic City, N.J.

BRANAM, Harold, instructor of English, selected to appear in the 1970 edition of Outstanding Young Men of America. He was nominated by his alma mater, Berea College. In 1957 he won a summer scholarship to Oxford University; in 1959 a Marshall Scholarship, which he used to study at Leeds University, where he expects this summer to finish his doctoral studies.

DORLEY, Dr. Albert J., Jr., evening division history department, will deliver a paper at the forthcoming Cold War Conference at Bloomsburg State, April 27-28. His topic is "The Search for Security, 1951: Bases in Spain", dealing with US-Spanish relations and the Cold War. The paper is to be published along with papers to be given by Hans Morgenthau and Harrison Salisbury.

DIXON, Dr. Christa, assistant professor of German, two stories in Mit Den Kinder dieser Erde: Ein Buch Fur Kinder und ihre Eltern (With the Children of this Earth: A Book for Children and their Parents), ed. Christa Weif, Verlag Ernst Kaufmann, 1969, Lahr, West Germany. The stories are: Polo: Ein Mar-chen von Vogeln und Flugzeugen (Polo: A Fairy Tale of Birds and Airplanes) and Die Kinder dahinter: Eine halb wahre Geschichte (The Children behind our Horizon: A half-truestory).

FILICETTI, Dr. Peter J., assistant professor of psychology, served on a screening committee involved in selecting the "Outstanding Educator" in Upper Dublin Township.

GARCIA-CASTRO, Ramon, Spanish instructor, judged the 14th Annual Spanish contest sponsored by the Southeastern Pennsylvania Chapter of the American Association of Teachers of Spanish and Portuguese at Temple University on April 4, 1970.

HALPIN, Charles A. J., Jr., professor of industrial relations, and thirteen of his industrial relations majors spent the day in Washington, D.C. with James J. Kennedy, Jr., Esq., legislative counsel for the Brotherhood of Railway, Airlines, and Steamship Clerks. The group was the luncheon guest of the Maritime Trades Department at which they heard Edward J. Carlough, director of the Organization for the Sheet Metal Workers International Association, discuss the causes for the pending railroad strike.

PUBLISHED, SPOKE, MET, ETC. (Cont'd.)

HAWLEY, Brother Richard, assistant professor of biology, spoke to Philadelphia Public School Teachers of Modern Language on "The Use of Audio-Visual Materials" on April 13. Also with Mr. Sidney MacLeod, assistant professor of English, he put together an eleven minute videotape on audio visuals. This tape is available for departmental or student viewing. It is a lead in tape for a discussion on educational media. Call Ext. 261.

HENNESSY, Dr. Arthur L., associate professor of history, was a delegate to the Annual Convention of the American Academy of Political and Social Sciences at the Benjamin Franklin Hotel on April 10 and 11 representing the American Catholic Historical Society. Also delivered a talk on Bucks County and national issues at the Bucks County Community College Newtown, Pa., on April 15.

KERLIN, Dr. Michael J., assistant professor of philosophy, published "Evans" Logic of Self-Involvement" in the Winter 1970 issue of Continuum.

LOWERY, Dr. Thomas, associate professor of biology, lectured to the Beta Beta Beta (National Biological Honor Society) on "The Value of Basic Research" at Holy Family College, Phila. Also, Dr. Lowery has received a research grant from La Salle College, to investigate "Thermal Pollution" in various habitats, for this summer.

NOLAN, E. J., evening division mathematic department, gave a seminar at the University of Delaware on "High Heating Rate Thermogravimetry in Ablation Design".

RUDNYTZKY, Dr. Leo, associate professor of German, wrote the forward (Ukranian text) to the recently published novel: B. Polanych, Seven Golden Chalices, Basilian Press Toronto, 1969 (Ukranian text).

SCHREINER, Dr. Frank J., head of the counseling center, attended the American College Personnel Association meeting in St. Louis on March 8-11.

PRELIMINARY ACADEMIC CALENDAR FOR 1970-71

August	31 to	Monday to	
September	4	Friday	Registration for upperclassmen.
	2 - 3	Wednesday, Thursday	Faculty Workshop (Union Building)
			Opening: Wednesday, September 2, 9:30 A.M.:
			Closing: Thursday, September 3, 1:00 P.M.
	2	Wednesday	Freshmen residents report
	3 - 4	Thursday, Friday	Orientation and registration for freshmen
	8	Tuesday	Beginning of classes, day school
			Beginning of classes, Evening Div- ision
	13	Sunday	Opening Mass, 12:15 P.M.
			Opening Faculty Meeting, Reception Dinner
	22	Tuesday	Curriculum Committee Meeting
October	2	Friday	Academic Affairs Committee Meeting
	5	Monday	College Council
	20	Tuesday	Curriculum Committee
	25	Sunday	Honors Convocation
	26 to	Monday to	
	30	Friday	Mid-semester examinations
November	2	Monday	College Council
	6	Friday	Academic Affairs Committee Meeting
	11	Wednesday	Faculty Meeting (day)
	17	Tuesday	Curriculum Committee Meeting
	26 - 27	Thursday, Friday	Thanksgiving Holidays
December	4	Friday	Academic Affairs Committee Meeting
	7	Monday	College Council
	8	Tuesday	Curriculum Committee Meeting
	14	Monday	End of class meetings for fall semester, day
	15 to	Tuesday to	
	22	Tuesday	Final Examinations (day)
	19	Saturday	End of fall semester classes (evening)
	20	Sunday	Annual Faculty Christmas Party
	22	Tuesday	Christmas recess begins at 4:30 P.M.

(N.B.: Friday, January 15: Last day for changing grades; see College catalogue: "I" grades that have not been removed within three weeks after the last regular examination of the semester become "F's.")

ACADEMIC CALENDAR (Cont'd.)

January, 1971	4	Monday	Marks due from faculty (day) at 9:00 A.M.
	4 to 12	Monday to Tuesday	Final Examinations (evening)
	12 to 15	Tuesday to Friday	Registration for spring semester (day)
	18	Monday	Last day for changing grades Beginning of spring semester (day) classes Academic censure (Probation list) effective College Council
	25	Monday	Beginning of spring semester evening classes
February	1	Monday	College Council
	5	Friday	Academic Affairs Committee Meeting
	9	Tuesday	Curriculum Committee Meeting
	17	Wednesday	Faculty Meeting (day)
March	1	Monday	College Council
	1 to 5	Monday to Friday	Mid-semester examinations
	5	Friday	Academic Affairs Committee meeting
	9	Wednesday	Curriculum Committee Meeting
April	5	Monday	College Council
	8	Thursday	Easter Vacation (4:30 P.M.)
	19	Monday	Classes resume
	20	Tuesday	Curriculum Committee meeting
	21	Wednesday	Faculty Meeting (day)
	30	Friday	Spring semester classes (day) end at 4:30 P.M.
May	3	Monday	College Council
	7	Friday	Academic Affairs Committee meeting
	3 to 10	Monday to Monday	Spring semester examinations (day)
	8	Saturday	Spring semester classes (evening) end
	10 to 18	Monday to Tuesday	Spring semester examinations (evening)
	17	Monday	Marks due from faculty (day) at 9:00 A.M.
	22	Saturday	Baccalaureate Mass, Senior Reception
	23	Sunday	Commencement

FROM THE LITERATURE

American Higher Education In 1980

The expansion of knowledge and the growing professionalism of modern society are making enormous additions to the content of education. The curriculum of the large university is already reflecting these additions, and by 1980 the range will be even greater. No doubt, there will be confusion over what a university ought properly to teach, and subjects will find their way into the program which ought to be left to technical or trade schools. There is no way, however, of avoiding the multiplication of schools or divisions or courses as the fields of knowledge continue to subdivide.

The critical area is undergraduate education, and the next fifteen years may determine whether liberal education in any significant sense will survive. Recent improvements in secondary education make early specialization much more possible. From the other end come the demands of the graduate and professional schools to which an increasing number of undergraduates are going--demands for greater specialization at the undergraduate level. The conflict is not between liberal and professional, for professional subjects can be taught in a liberal way. The conflict is between liberal and specialized, between breadth of general understanding on the one side and a narrow competence on the other. Not only the forces of our society but the pattern of higher education are threatening the former, and the danger is all the greater because it comes at a time when the rapidity of intellectual change makes an understanding of basic principles more important than quickly obsolescent practical applications.

Undergraduate education, if it is to be liberal and significant, must speak to the condition of the students. They are concerned with the ultimate meaning and end of human existence. They want to understand general concepts in relation to the operating conditions of their own immediate environment. How does learning relate to their sense or need for involvement and commitment? These requirements point to the breadth of view inherent in general ideas and to the kind of understanding which results from an awareness of the interrelations of different manifestations of human activity and experience. They point also to the fact that learning goes on outside the classroom as well as within it, and that the gradual development of individual capacities is a total process involving emotions as well as mind, value judgments as well as intellectual analysis, motivation as well as intellectual ability.

One of the perennial debates of the academic world centers on the proper progression of ideas. Should we begin with the individual and proceed from his interests toward a more comprehensive view of the world, or should we begin with the pervasive ideas of human experience and then allow the individual to find his special interests within the larger frame? In the Mission of the University Ortega y Gasset argues that "culture is the vital system of ideas of a period" and that the transmission of this vital system is the mission of the university. Those who see the university as predominantly reflecting the needs of its society are likely to find this interpretation attractive. Those, however, who emphasize the function of individual realization will be more inclined to favor freedom for individual choice in selecting courses. The plea is to let the individual educate himself. Put the responsibility on him to get his education.

IN THE LITERATURE (Cont'd.)

The greater the number of high school graduates who go to college and university, the more important becomes some degree of direction or control. We have already seen that students go to college or university for a variety of reasons. Not all of them by any means understand what higher education is all about. Not all of them have any great motivation for further learning and readiness to impose some discipline on themselves. If our colleges and universities are to be educational institutions and not merely large-scale housing projects, some requirements in terms of subject matter and quality of performance must be made. This is the argument for the distribution requirements of liberal education. Some subjects are intrinsically more important than others. Some provide greater breadth of view than others. Is a person liberally educated who does not understand why many people are religious or how two societies can differ in their value systems? One might elaborate at length on the possible content of required programs--on the value of including more attention to the cultures of the non-Western world, on the greater role of the creative arts, on the central position of history and philosophy. But different institutions will end up with different formulae, and it is the spirit rather than the particular pattern which is all-important.

The abler the student, the more freedom he can use. It may well be that in our more selective institutions with students of high ability and high motivation much more latitude for individual choice would make sense. Experimental colleges such as Sarah Lawrence have tried it. Others have moved at least partially in this direction. There is clearly room for much more experimentation.

Three conclusions are clear.

- (1) There is not, nor should there be, a uniform pattern of liberal education.
- (2) One of the challenges to higher education is to teach less, not more. Our danger is one of over-teaching, and we need not only to discipline our own enthusiasm, but to find ways to encourage students to educate themselves.
- (3) A college or university should be a place where ideas are exciting. No paraphernalia of courses or requirements or equipment will take the place of an atmosphere where the excitement of learning is electric and contagious.

One further observation is relevant, for the methods of instruction are related to the content. The next fifteen years will undoubtedly see many new devices used, some of which we know about already. Many of these will be dictated by the need to cope with sheer numbers--closed television, video tapes, telephonic communication. But others may prove valuable for other reasons--e.g., language laboratories and programmed learning. These are technological aids to teaching and learning. Perhaps we should also take a more careful look at the traditional methods of lecturing, discussion, tutorials, and independent study. The academic world is one of tradition and it gives up traditional methods with reluctance. The surplus of students and the shortage of teachers may force the reappraisal which a decent concern for the nature of the learning process might have prompted.

The important idea is innovation. The academic world is as loath to change its familiar ways as any other occupation. But the acids of modernity, to borrow Walter Lippmann's powerful phrase, will not leave the academic edifice unscathed. The old content must find new forms, just as spiritual truth is forever seeking a new temporal embodiment. The ancient methods must give way to modern improvements in communication. If there is value in the cumulative wisdom of the ages, one can derive assurance regarding its survival in modern guise from the old French proverb, "Plus ça change, plus c'est la même chose." (Higher Education in the Revolutionary Decade, edited by Lewis B. Mayhew, Berkeley, California: Mc Cutchan Publishing Corporation, 1967, pp. 404-407)